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AUTHOR Miller, John P.
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ABSTRACT

Holistic education attempts to bring education into alignment with the fundamental realities of nature. This book argues for adopting a holistic educational curriculum. Chapter 1 offers a rationale for and description of holistic education. Chapter 2 reviews the philosophic contexts of the transmission and transaction positions--atomism and pragmatism--and provides an argument for holism as the most adequate philosophic context for curriculum. Various philosophies of the self are examined in the third chapter. Chapter 4 outlines connections between the transmission position and laissez-faire economics, between the transaction position and rational planning, and between the transformation position and an ecological approach. A historical background of the holistic curriculum is presented in the fifth chapter. Chapters 6-11 explore classroom techniques to enhance tuition; strengthen the body-mind connection; link the self to the subject, other subjects, and society; connect students to the classroom and the larger community; connect students to the earth; and directly link students with the self. The final chapter explores what it means to be an authentic and caring teacher, and suggests ways to bring holistic education into the schools. Eighteen figures are included. Each chapter contains references. (LMI)

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